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**BEHAVIORAL OBJECTIVES
FOR BLIND AND PARTIALLY-SEEING STUDENTS
TERMINATING ORIENTATION AND
MOBILITY TRAINING PROGRAMS
AT THE HIGH SCHOOL LEVEL**

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Los Angeles City Unified School District

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Special Education Branch*

October 13, 1972

Anthony G. Mannino, President
National Federation of the Blind of California, Inc.
205 South Western Avenue, Room 201
Los Angeles, California 90004

Dear Mr. Mannino:

It has been a pleasure working with your organization in developing a guide for orientation and mobility training. The need is there and this will be a means of assisting both the instructor and the student in developing a workable and practical training program.

One of the positive aspects of the guide is that it is not absolute but will be open for discussion, changes and further development by professionals in the field. Input and ideas from people working with the students are extremely necessary if the guide is to have practical application and meet the needs of blind students.

An aspect of the guide that I was concerned with was that multihandicapped students, and others that find it difficult to do the training recommended by the guide, not be excluded from mobility training. Because of our mutual understanding of this problem this notation was made in the directive and the guide.

We all have a job to do and that is provide a practical and applicable education for visually handicapped students. To borrow a phrase, "nice things happen when people work together."

Sincerely yours,



R. Douglass Boughton
Coordinator of Orientation and Mobility
and Occupational Vocational Training

RDB:nw



**NATIONAL FEDERATION OF THE BLIND
OF CALIFORNIA, INC.**

FORMERLY, CALIFORNIA COUNCIL OF THE BLIND, INC.

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ANTHONY G. MANNINO
PRESIDENT

October 6, 1972

The recession of the seventies has brought to our attention, more clearly than ever before, the importance of preparation before graduation from the school system, not only in the three R's, but also for living in a rapidly changing world.

We of the National Federation of the Blind believe that quality education is even more important for the blind than for other segments of the population. It has long been clear that with quality education, proper training, and opportunity blindness can be reduced to a physical nuisance.

In recognition of this, the National Federation of the Blind of California has established a cooperative working relationship with the Los Angeles City School District to implement goals of mutual interest. We have done this because we recognize the urgency of the following problems:

Problem I -- As the national economy struggles under figures of seven percent employment, the blind are faced with an unemployment figure of ninety percent.

Problem II -- Too often blind individuals are not equipped to live in the world as are their sighted counterparts.

Problem III -- There are no uniform standards throughout the State for resource and itinerant programs. The result is that the instruction provided is not uniformly comprehensive or measurable in terms of its effectiveness.

Problem IV -- There is inadequate supervision of resource and itinerant programs. Often the only employee in a given school district with any awareness of the ramifications of blindness, and what it entails, is the resource teacher. If the teacher gets sick or is doing an inadequate job, the blind students in that district get shortchanged. Good supervision of educational programs for the blind is essential. Usually there is an almost overwhelming temptation for the resource or itinerant teacher to be custodial with blind students. Realistically the most important help the teacher can give the student is to assist him to develop self-confidence, independence, and self-reliance.

For over a year, and in an effort to cope with these problems, the National Federation of the Blind of California has been working in conjunction with resource teachers and orientation and mobility specialists to develop behavioral objectives for students graduated from high school resource and itinerant programs. The objectives represent the combined efforts of teachers, students, orientation and mobility specialists, counselor-teachers, and other qualified individuals.

These operational objectives are broadly stated and measurable. Their function is to promote quality education by indicating to teachers of the blind those skills which a blind student should possess, and at what minimum level of competence, upon graduation from high school.

It should be noted that the concern here is not with how to teach, but to assure that every blind student graduate with those skills necessary to perform adequately at the next academic level or to take his place in the community with the same confidence and competence as sighted people with a similar education.

It is our belief that the implementation of these objectives would represent a sizable step forward to secure the necessities of life and to promote the dignity of blind people in Los Angeles and throughout the State of California.

Anthony G. Mannino
President

AGM:nw

BEHAVIORAL OBJECTIVES
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MOBILITY TRAINING PROGRAMS
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Directions

The following objectives have been developed by the Educational Projects Committee of the National Federation of the Blind of California in conjunction with the Orientation and Mobility Specialists of the Los Angeles City School District. These objectives are for blind and partially-seeing students and include the multihandicapped. Each objective is broadly stated and then followed by sample performance tasks. It should be noted that these performance tasks are samples of the main objective and not designed to comprehensively determine whether or not the objective has been implemented.

The objectives have been arranged in check-off form. They are to be used with students who are terminating orientation and mobility training for any reason, e. g., completion, transfer, etc. After each one there is a space to indicate, by check mark, whether or not it has been implemented. There is also room for comments. If the objective has not been implemented, please indicate the level of performance achieved. If the objective has been implemented, please add any amplifying comments.

ORIENTATION & MOBILITY OBJECTIVES

Name of student_____

Name of Instructor_____

School_____

Grade_____ Number of lessons per week_____

Duration of each lesson_____

Length of cane_____

Visual Acuity: R_____ L_____
(Distance)

Additional Handicaps_____

Multihandicapped children not to be excluded.

Blindfold used?: Yes_____ No_____

Optical Aids Used_____

Date Report started_____

Date Report completed_____

1.0 PRE-CANE SKILLS

(check one)
Implemented | *Not Implemented*

The student should be able to:

1.1 through explanation or locomotion, demonstrate knowledge of the following terms relating to spatial orientation:

- a. forward
- b. backward
- c. left
- d. right
- e. in front
- f. behind
- g. veering to one side
- h. right angle
- i. 180 degree angle
- j. 360 degree angle
- k. degree of turn
- l. under
- m. over
- n. around
- o. up
- p. on top of
- q. into
- r. horizontal
- s. diagonal

(check one)
Implemented *Not Implemented*

t. vertical

u. parallel

v. perpendicular

w. intersecting

Comments:

Date:

1.2 through locomotion correctly demonstrate knowledge of the four cardinal points of direction and their relationship to each other.

Comments:

Date:

1.3 inspect long canes currently being marketed and participate in a discussion with the orientation and mobility specialist pertaining to the pros and cons of each cane.

Comments:

Date:

2.0 RESIDENTIAL TRAVEL

(check one)

Implemented

Not Implemented

Each student graduated from high school orientation and mobility training programs should be able to travel safely and independently in his neighborhood.

The student should be able to:

- 2.1 name the two largest cross streets nearest home.

Comments:

Date:

- 2.2 state the direction of the street in front of home and the direction in which home is facing.

Comments:

Date:

- 2.3 correctly identify significant landmarks and sound cues peculiar to his neighborhood.

Comments:

Date:

(check one)
Implemented *Not Implemented*

2.4 travel around the block on which home is located, in both directions, and return to the location of home.

Comments:

Date:

2.5 depending on available public transportation, travel to the nearest bus stop or stops from home and return.

Comments:

Date:

2.6 travel to the nearest mail box and return.

Comments:

Date:

2.7 travel to the nearest grocery store and/or shopping center and return.

Comments:

Date:

(check one)

Implemented

Not Implemented

2.8 enter a store, obtain necessary merchandise, or service, and exit.

Comments:

Date:

3.0 TRAVEL AT SCHOOL

(check one)

Implemented

Not Implemented

Each student graduated from high school orientation and mobility training programs should be able to travel safely and independently at school.

The student should be able to:

- 3.1 correctly identify significant landmarks and sound cues peculiar to the school he attends.

Comments:

Date:

- 3.2 travel from locker to each class and return.

Comments:

Date:

- 3.3 travel from locker to administrative offices and return.

Comments:

Date:

(check one)
Implemented | *Not Implemented*

3.4 travel inside administrative offices.

Comments:

Date:

3.5 travel from locker to guidance offices and return.

Comments:

Date:

3.6 travel inside guidance offices.

Comments:

Date:

3.7 travel from locker to health office and return.

Comments:

Date:

(check one)
Implemented | *Not Implemented*

3.8 travel inside health office.

Comments:

Date:

3.9 travel from locker to school library and return.

Comments:

Date:

3.10 travel from door of library to counter and return.

Comments:

Date:

3.11 from locker, travel to and use at least one campus eating facility and return.

Comments:

Date:

		<i>(check one)</i>	
		<i>Implemented</i>	<i>Not Implemented</i>
3.12	travel from locker to the school auditorium and/or gym and return.		
	Comments:		
	Date:		
3.13	travel from locker to at least one rest room on campus and return.		
	Comments:		
	Date:		
3.14	identify the environmental components of the school including:		
	a. names of the streets bordering the school.		
	b. directions of the streets and their relationship to each other.		
	c. directional side of the street on which the school is located.		
	d. direction in which the front of the school is facing.		
	Comments:		
	Date:		

(check one)
Implemented || *Not Implemented*

3.15 depending on available public transportation,
travel to nearest bus stop and return.

Comments:

Date:

4.0 BUSINESS DISTRICT TRAVEL

(check one)

Implemented

Not Implemented

Each student graduated from high school orientation and mobility programs should be able to travel safely and independently in a business district.

The student should be able to:

- 4.1 travel independently around a conventional block.

Comments:

Date:

- 4.2 at a stop-sign-controlled conventional intersection, independently cross two streets in succession and return without becoming disoriented.

Comments:

Date:

- 4.3 at a signal-controlled-conventional intersection, independently cross two streets in succession and return without becoming disoriented.

Comments:

Date:

(check one)
Implemented *Not Implemented*

4.4 at an offset intersection, independently cross two streets in succession and return without becoming disoriented.

Comments:

Date:

4.5 at an intersection with diagonal curbs, identify and independently cross two streets in succession and return without becoming disoriented.

Comments:

Date:

4.6 travel across a street on which an island is located and return without becoming disoriented.

Comments:

Date:

4.7 demonstrate one or more courteous and effective methods to approach sighted pedestrians in order to obtain assistance.

Comments:

Date:

(check one)

Implemented

Not Implemented

- 4.8 ask questions of a sighted pedestrian pertaining to the location of a pre-selected office in a large building and implement the directions received in order to travel to this destination.

Comments:

Date:

- 4.9 a. Locate a pre-selected business establishment.
- b. use sighted assistance to obtain goods and services from that business establishment.

Comments:

Date:

- 4.10 implement proper techniques and procedures to use the following:
- a. electric eye doors
- b. revolving doors (if available)
- c. double doors
- d. turnstyles

Comments:

Date:

		(check one)	
		Implemented	Not Implemented
4.11	implement proper techniques and procedures to travel:		
	a. up and down stairs (indoor and outdoor)		
	b. automatic elevators		
	c. escalators		
	Comments:		
	Date:		
4.12	implement proper techniques and procedures to recover from veering into:		
	a. gas stations		
	b. parking lots		
	c. railroad tracks		
	Comments:		
	Date:		
4.13	identify alleys, driveways, and travel across them safely. If necessary, implement proper techniques and procedures to recover from veering.		
	Comments:		
	Date:		

(check one)
Implemented *Not Implemented*

4.14 travel on a sidewalk with blending curbs and blending corner across a street to blending corner without becoming disoriented. If necessary, implement proper techniques and procedures to recover from veering.

Comments:

Date:

4.15 travel safely around obstacles found on the sidewalk in a business district.

Comments:

Date:

4.16 locate a bus stop in a business district using landmarks, sound cues, and sighted assistance.

Comments:

Date:

5.0 BUS TRAVEL

(check one)

Implemented

Not Implemented

Each student graduated from high school orientation and mobility programs should be able to use public buses to travel safely and independently.

The student should be able to:

- 5.1 obtain relevant information from bus authority pertaining to a desired destination.

Comments:

Date:

- 5.2 read a modified braille bus schedule.

Comments:

Date:

- 5.3 identify the desired bus.

Comments:

Date:

- 5.4 safely travel inside a bus.

Comments:

Date:

	<i>(check one)</i>	
	<i>Implemented</i>	<i>Not Implemented</i>
5.5 deposit fare in fare box		
Comments:		
Date:		
5.6 carry on necessary conversation with bus driver in order to arrive at the desired stop.		
Comments:		
Date:		
5.7 efficiently find a vacant seat.		
Comments:		
Date:		
5.8 use the exit buzzer.		
Comments:		
Date:		

(check one)
Implemented || *Not Implemented*

5.9 correctly identify the significant auditory cues and landmarks peculiar to frequently made bus trips.

Comments:

Date:

5.10 negotiate the transfer from one bus to another.

Comments:

Date:

6.0 CALIFORNIA WHITE CANE LAW

Civil Code

SECTION 54. RIGHT TO STREETS, HIGHWAYS, AND OTHER PUBLIC PLACES

Blind persons, visually handicapped persons, and other physically disabled persons shall have the same right as the able-bodied to the full and free use of the streets, highways, sidewalks, walkways, public buildings, public facilities, and other public places.

(Added by Stats. 1968, c. 461, p. 1024, section 1.)

SECTION 54.1 ACCESS TO PUBLIC CONVEYANCES, PLACES OF PUBLIC ACCOMMODATION, AMUSEMENT OR RESORT, AND HOUSING ACCOMMODATIONS

(a) Blind persons, visually handicapped persons, and other physically disabled persons shall be entitled to full and equal access, as other members of the general public, to accommodations, advantages, facilities, and privileges of all common carriers, airplanes, motor vehicles, railroad trains, motorbuses, streetcars, boats or any other public conveyances or modes of transportation, hotels, lodging places, places of public accommodation, amusement or resort, and other places to which the general public is invited, subject only to the conditions and limitations established by law, or state or federal regulation, and applicable alike to all persons.

(b) Blind persons, visually handicapped persons, and other physically disabled persons shall be entitled to full and equal access, as other members of the general public, to all housing accommodations offered for rent, lease, or compensation in this state, subject to the conditions and limitations established by law, or state or federal regulation, and applicable alike to all persons.

“Housing accommodations” means any real property, or portion thereof, which is used or occupied, or is intended, arranged, or designed to be used or occupied, as the home, residence, or sleeping place of one or more human beings, but shall not include any accommodations included within subdivision (a) or any single family residence the occupants of which rent, lease, or furnish for compensation not more than one room therein.

Nothing in this subdivision shall require any person renting, leasing or providing for compensation real property to modify his property in any way or provide a higher degree of care for a blind person, visually handicapped person, or other physically disabled person than for a person who is not physically disabled.

Nothing in this part shall require any person renting, leasing, or providing for compensation real property, if such person refuses to accept tenants who have dogs, to accept as a tenant a blind person, visually handicapped person or other physically disabled

person who has a dog, including a guide dog.

(Added by Stats, 1968, c. 461, p. 1092, section 1. Amended by Stats, 1969, c. 832, p. 1664, section 1. 1969 Amendment. Added subd. (b).)

SECTION 54.2 GUIDE DOGS; RIGHT TO ACCOMPANY BLIND PERSONS; DAMAGES

Every totally or partially blind person shall have the right to be accompanied by a guide dog, especially trained for the purpose, in any of the places specified in Section 54.1 without being required to pay an extra charge for the guide dog; provided that he shall be liable for any damage done to the premises or facilities by such dog.

(Added by Stats. 1968, c. 461, p. 1092, section 1.)

SECTION 54.3 VIOLATIONS; MISDEMEANORS

Any person or persons, firm or corporation who denies or interferes with admittance to or enjoyment of the public facilities as specified in Sections 54 and 54.1 or otherwise interferes with the rights of a totally or partially blind person or other disabled person under Sections 54, 54.1 and 54.2 shall be guilty of a misdemeanor.

(Added by Stats. 1968, c. 461, p. 1092, section 1.)

SECTION 54.4 BLIND PEDESTRIAN; FAILURE TO CARRY WHITE CANE

A totally or partially blind pedestrian shall have all of the rights and privileges conferred by law upon other persons in any of the places, accommodations, or conveyances specified in Sections 54 and 54.1, notwithstanding the fact that such person is not carrying a predominantly white cane (with or without a red tip), or using a guide dog. The failure of a totally or partially blind person to carry such a cane or to use such a guide dog shall not constitute negligence per se.

(Added by Stats. 1968, c. 461, p. 1092, section 1.)

SECTION 54.5 WHITE CANE SAFETY DAY; PROCLAMATION

Each year, the Governor shall publicly proclaim October 15 as White Cane Safety Day. He shall issue a proclamation in which:

(a) Comments shall be made upon the significance of this chapter.

(b) Citizens of the state are called upon to observe the provisions of this chapter and to take precautions necessary to the safety of disabled persons.

(c) Citizens of the state are reminded of the policies with respect to disabled persons

declared in this chapter and he urges the citizens to cooperate in giving effect to them.

(d) Emphasis shall be made on the need of the citizenry to be aware of the presence of disabled persons in the community and to keep safe and functional for the disabled the streets, highways, sidewalks, walkways, public buildings, public facilities, other public places, places of public accommodation, amusement and resort, and other places to which the public is invited, and to offer assistance to disabled persons upon appropriate occasions.

(e) It is the policy of this state to encourage and enable blind persons, visually handicapped persons, and other physically disabled persons to participate fully in the social and economic life of the state and to engage in remunerative employment.

(Added by Stats. 1968, c. 461, p. 1092, section 1.)

Government Code

SECTION 3550 HIRING OF BLIND AND OTHER PHYSICALLY DISABLED PERSONS

The Legislature hereby declares that:

(a) It is the policy of this state to encourage and enable blind persons, visually handicapped persons, and other physically disabled persons to participate fully in the social and economic life of the state and to engage in remunerative employment.

(b) It is the policy of this state that blind persons, visually handicapped persons, and other physically disabled persons shall be employed in the state service, the service of the political subdivisions of the state, in public schools, and in all other employment supported in whole or in part by public funds on the same terms and conditions as the able-bodied, unless it is shown that the particular disability prevents the performance of the work involved.

(Added by Stats, 1968, c. 461.)

Vehicle Code

SECTION 21963 VISUALLY HANDICAPPED PEDESTRIAN

A totally or partially blind pedestrian who is carrying a predominantly white cane (with or without a red tip), or using a guide dog, shall have the right-of-way, and the driver of any vehicle approaching such pedestrian, who fails to yield such right-of-way, or to take all reasonably necessary precautions to avoid injury to such blind pedestrian, is guilty of a misdemeanor. This section shall not preclude prosecution under any other applicable provision of law.

(Added c. 461, Stats. 1968.)

SECTION 21964 WHITE CANES

No person, other than those totally or partially blind, shall carry or use on any highway or in any public building, public facility, or other public place, a predominantly white cane (with or without a red tip).

(Added c. 461, Stats. 1968.)

SECTION 21965 DEFINITIONS

As used in Sections 21963 and 21964, "blind," "totally blind," and "partially blind," mean having central visual acuity not to exceed 20/200 in the better eye, with corrected lenses, as measured by the Snellen test, or visual acuity greater than 20/200, but with a limitation in the field of vision such that the widest diameter of the visual field subtends an angle not greater than 20 degrees.

(Added c. 461, Stats. 1968.)

